

Clinical Supervision in Education

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ABSTRACT

The low quality of learning at various levels of education is a serious challenge in improving the effectiveness of the overall learning process, which until now has been a major concern in the world of education. Therefore, to overcome these challenges, clinical supervision is present as a focused approach, recognized as having significant potential in developing teacher professionalism and improving the quality of teaching continuously. This study aims to collaborate and synthesize concepts, existing models, and the effectiveness of clinical supervision as reported in the scientific literature. Furthermore, this study also seeks to identify challenges and opportunities for implementing clinical supervision based on an in-depth analysis of academic publications. By applying the systematic literature review method, a large number of relevant scientific articles from various reputable databases have been comprehensively reviewed and analyzed. The results of the literature synthesis consistently highlight that effective clinical supervision is characterized by a structured collaborative process between supervisors and teachers, centered on teaching observations, providing constructive feedback, and formulating specific improvement plans. The literature also shows that various models of clinical supervision have been proven to be able to improve teacher pedagogical competence, encourage continuous performance improvement, and promote a culture of self-reflection in the school environment. However, this literature review also identified several common barriers to implementation, including time constraints, lack of adequate training for supervisors, and potential resistance from teachers. This literature review provides an important contribution to an evidence-based understanding of the dynamics of clinical supervision, which can inform the development of more effective and adaptive educational policies and practices.

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1. INTRODUCTION

In the world of modern education, improving the quality of learning is a major challenge that must be faced by all stakeholders. Various approaches have been developed to address this issue, one of which is through the implementation of clinical supervision. Clinical supervision is present as a strategy that focuses on assisting teachers in developing professional competence and increasing the effectiveness of the learning process in the classroom. Different from traditional supervision which is unilaterally evaluative, clinical supervision emphasizes a collaborative and reflective approach between supervisors and teachers as equal partners. The active

involvement of teachers in the coaching process, through direct observation, constructive feedback, and in-depth reflection, makes clinical supervision a means of continuous professional development. This practice not only functions as a tool to improve the quality of teaching, but also as a vehicle for transforming the culture of learning in schools, by building an open, supportive, and continuous improvement-oriented environment.

However, the implementation of clinical supervision in the field is not free from various challenges. Time constraints, low supervisor competence, and resistance from teachers often become obstacles in the implementation process. Therefore, an appropriate strategy is needed to ensure that clinical supervision can be carried out effectively and efficiently in supporting educational goals. This paper aims to comprehensively review the basic concepts, implementation models, and effectiveness of clinical supervision based on the results of the synthesis of the latest scientific literature. With in-depth analysis, this study will also identify implementation barriers and provide practical solutions and recommendations to improve the effectiveness of clinical supervision at various levels of education.

2. DISCUSSIONS

2.1 Implementation of Clinical Supervision in Improving the Quality of Learning

Clinical supervision is a form of guidance that aims to intentionally improve teacher professionalism starting from initial meetings, observations and feedback meetings that are analyzed carefully, thoroughly and objectively to obtain the expected changes in teaching behavior. To achieve good learning goals, the role of the principal as a supervisor is very important, because clinical supervision here is basically coaching teacher performance in managing the learning process. (Syamsu Alam, 2022). According to Acheson and Gall, clinical supervision is a teacher development process to bridge the gap between actual teaching behavior and expected/ideal behavior. From these opinions, we can conclude that clinical supervision is education and coaching in the world of planned practice, which aims to overcome the weaknesses of educators in carrying out their duties. To find out the true nature of the teacher.

The quality of learning is also interpreted as the level of achievement of learning objectives. Achievement of these goals is in the form of increasing knowledge and skills and developing attitudes through the learning process. To find out whether the learning process carried out by the teacher is successful or not, it can be done through assessment. The assessment includes teacher and student assessments. Teacher assessments are in the form of training, teacher competency tests, and teacher professional certification. while student assessments can be in the form of daily exams, semester exams, school exams, and national exams. In learning, learning principles are also applied for students and teachers. These learning principles are related to motivation, activeness, direct involvement or experience, repetition, feedback and levies. By using learning principles, teachers will be helped in choosing the right actions to avoid actions that cannot improve the student learning process (Ahmadi & Sofyan Hadi, 2023).

In monitoring clinical supervision, there are a number of important principles that must be considered. The implementation of clinical services should start from the teacher's own initiative. Teachers are encouraged to actively seek support from supervisors, whose roles are more technical. Interaction between teachers and supervisors needs to be built in a humanistic and communicative parallel relationship. The work environment must also support freedom of expression so that teachers feel comfortable sharing their experiences openly. In addition, supervisors must be sensitive in understanding the problems faced by teachers and participate in finding solutions. The focus of this activity is on the real professional needs of teachers, with special attention to certain aspects of practice that need to be improved. (Azila I, Nurzakiya, Marseli Widea P, 2025). The initial or planning stage in clinical supervision includes several important steps.

First, building a positive relationship with teachers through an explanation of the meaning of clinical supervision so that their participation increases. Second, identifying behaviors in the learning process that require improvement. Third, setting priorities for behaviors to be developed. Fourth, formulating hypotheses as an approach or strategy for improving certain subject matter. The main purpose of this initial meeting is to collaboratively compile between the supervisor and teacher a framework for classroom observations to be carried out. The result of this process is a working agreement between the two parties. These goals will be achieved if there is cooperation, effective communication, and a humane relationship between the supervisor and teacher. The quality of this relationship greatly influences the success of the next stages in the implementation of clinical supervision. (Ika Nova Margariena, Achmad Supriyanto, Burhanuddin, 2016).

2.2 Stages of Supervision Implementation

The implementation of clinical supervision is carried out in three main stages, namely pre-observation, observation, and post-observation. (Muslihuddin, Sudadi, 2024)

- a. Pre-observation Stage: At this stage, the supervisor meets with the teacher to discuss the objectives of supervision and specific aspects that will be observed during learning specific observation instruments, such as competency-based observation sheets and reflective notes.

- b. Observation Stage: Direct observations are carried out in the classroom to monitor the implementation of learning methods and teacher-student interactions. The supervisor records teaching strategies, how the teacher manages the class, and student engagement.
- c. Post-observation Stage (Feedback): After the observation is complete, the supervisor provides constructive feedback to the teacher regarding the strengths and weaknesses found. At this stage, teachers are invited to reflect on the methods used and explore new strategies for improvement. For example, some teachers are encouraged to use visual media more often to attract student interest

2.3 Collaboration and Reflection as Keys to the Effectiveness of Clinical Supervision in Education

Collaboration and reflection are two key elements in improving the effectiveness of clinical supervision in education, especially in professional education such as nursing, medicine, and teacher education. Collaboration between supervisor and supervisee creates a trusting and open relationship, which allows for in-depth discussion of clinical practice, thus encouraging meaningful professional growth. Meanwhile, reflection encourages supervisees to critically evaluate their practice experiences, identify strengths and weaknesses, and formulate strategies for future improvement. This reflective process strengthens experiential learning and enhances conceptual understanding of professional practice. By integrating constructive collaboration and in-depth reflection, clinical supervision can be a means of transformative and ongoing learning. The main attitudes of the supervisor/principal with collaborative behavior include listening, offering, problem solving, and negotiating.

The principal makes a contract with the teacher with pre-conference steps, classroom observation, analysis, and post-conference. The collaborative approach is a combination of direct and indirect approaches. This approach is applied to teachers who are critical even though they are less professional. The supervisor and teacher together seek solutions to the problems faced by the teacher. The collaborative approach in implementing clinical supervision is very relevant to use, because it does not create a tense atmosphere, and can even create an atmosphere of familiarity. In addition, the collaborative approach also creates a more open attitude between individuals or groups supervised by the principal. The principal as a supervisor must work together with teachers to take an active role in improving teacher learning. In (Susilo, 2022) The reflection process will encourage educators to practice critical thinking about the results of the learning plans that have been prepared.

Furthermore, educators can seek various creative solutions to overcome obstacles and find innovative ways to improve teaching skills. Self-reflection is an important component in teacher professional development through clinical supervision. The results of the study showed that teachers who were involved in the reflection process were able to evaluate their teaching practices better. With guidance from the supervisor, teachers are encouraged to consider the strengths and weaknesses in their teaching, as well as ways to improve performance. This reflection process not only helps teachers understand themselves better, but also creates opportunities to formulate clearer development goals. Teachers become more aware of the ways they interact with students and how their approach can affect learning outcomes. This awareness is a driving force for teachers to make positive changes in their teaching. In addition, self-reflection can also increase teacher satisfaction and commitment to their profession.

When teachers feel that they are continuously developing and learning, they are more motivated to contribute to the educational environment. The ongoing reflection process produces teachers who are more adaptive and ready to face challenges in everyday teaching. Susilo, H. (2022). *School-Based Lesson Study: (Conservative Teachers Towards Innovative Teachers)*. Media Nusa Creative (MNC Publishing). Clinical supervision is a collaborative process that aims to improve teacher teaching skills and professionalism through observation, reflection, and feedback. This supervision focuses on developing better teaching practices through a professional relationship between supervisors and teachers. According to Glickman et al. (2022), clinical supervision involves three main stages: joint planning, observation, and reflection with constructive feedback. This approach is not only an evaluation tool, but also encourages teachers to analyze and understand their teaching practices in depth (Mullen, 2019).

Clinical supervision creates a culture of reflection in schools, helps teachers adapt to changing student needs, and supports collaboration and innovation in the educational environment. Thus, clinical supervision serves as a systematic professional development tool to improve the quality of teaching and learning. Clinical supervision in education involves three main models: collaborative, reflective, and observational, each of which aims to improve teaching effectiveness and teacher professionalism. The collaborative model emphasizes cooperation between teachers and supervisors to set goals, plan, and evaluate learning. This model creates open dialogue, increases teacher ownership of the teaching process, and encourages proactivity in developing skills.

2.4 Challenges in Implementing Clinical Evaluation and Supervision

The implementation of clinical evaluation and supervision in education has the main objective of improving the quality of learning and professional competence of teachers through a collaborative, reflective, and constructive approach. Evaluation aims to measure student competency achievement and evaluate the effectiveness of learning strategies used by teachers, while clinical supervision focuses on professional development through direct observation in the classroom, reflection, and constructive feedback. Despite having a very noble goal, the implementation of clinical evaluation and supervision often faces various complex and diverse challenges. These challenges can come from various aspects, ranging from limited resources, lack of evaluator

and supervisor competence, to resistance from teachers who feel uncomfortable with the observation and evaluation process carried out.

In addition, the implementation of clinical evaluation and supervision also often encounters technical and administrative obstacles, such as time constraints, high workloads, and lack of support from school management. All of these challenges can hinder the effectiveness of the implementation of clinical evaluation and supervision, so that its main goal of improving the quality of education cannot be achieved optimally. (Salma, P, 2019) Therefore, it is important to identify and understand the various challenges faced in the implementation of clinical evaluation and supervision in order to find appropriate and relevant solutions. By understanding these challenges, educational institutions can design more effective and adaptive strategies in implementing clinical evaluation and supervision, so as to create a more quality and sustainable learning environment.

1. Challenges in Implementing Evaluation Evaluation in education has a very important role in measuring student competency achievement and evaluating the effectiveness of learning strategies used by teachers. However, in its implementation, evaluation often faces various complex and diverse challenges, including:

- a. Limited Resources and Facilities One of the main challenges in implementing evaluation is the limited resources and adequate facilities. Many schools do not have complete and sophisticated evaluation tools, such as computers, evaluation software, and stable internet access. This hinders the implementation of technology-based evaluations, such as Computer-Based Tests (CBT) or online evaluations. In addition, budget constraints also become an obstacle in providing question sheets, answer sheets, and stationery needed in implementing manual evaluations.

These resource limitations not only affect the implementation of evaluations, but also affect the validity and reliability of the evaluation results obtained. Without adequate facilities, evaluations cannot be carried out objectively and accurately, so that the results obtained do not reflect students' competency achievement validly. Therefore, there needs to be adequate budget support from the government and school management to provide the resources and facilities needed to implement effective and quality evaluations.

- b. Lack of Evaluator Competence Effective evaluations require adequate evaluator competence in designing evaluation instruments, implementing evaluations, and processing and analyzing evaluation results objectively. However, in reality, many teachers do not yet have adequate competence in conducting evaluations professionally. Many teachers still have difficulty in compiling valid and reliable questions, so that the evaluation results obtained do not accurately reflect student competency achievement. In addition, the lack of evaluator competence is also seen in the process of analyzing evaluation results.

Many teachers only see evaluation results as numbers or scores without conducting in-depth analysis to identify students' strengths and weaknesses in achieving competencies. As a result, evaluation results are not used optimally in designing more effective and relevant learning strategies. Therefore, there needs to be training and professional development for teachers to improve their competence in conducting evaluations effectively and objectively. (Amani Luh, 2013).

- c. Resistance from Students and Teachers Resistance from students and teachers is also a challenge in implementing evaluations. Many students feel anxious and stressed when facing evaluations, so they cannot show their abilities optimally. In addition, some teachers also feel burdened by the implementation of evaluations that are too frequent and are considered to interfere with the learning process. On the other hand, resistance from teachers also arises when evaluations are used as a tool for controlling and assessing performance, thus causing fear of criticism and negative assessments. This results in.

2. Solutions to Overcoming Challenges in Clinical Supervision In implementing clinical supervision, there are several challenges that are often faced by supervisors and teachers, such as the lack of supervisor competence, resistance from teachers, time constraints, and lack of support from school management. To overcome these challenges, appropriate and relevant solutions are needed, among others. Solutions to Overcoming Challenges in Clinical Supervision In implementing clinical supervision, there are several challenges that are often faced by supervisors and teachers, such as the lack of supervisor competence, resistance from teachers, time constraints, and lack of support from school management. To overcome these challenges, appropriate and relevant solutions are needed, among others:

- a. Improving Supervisor Competence One of the main challenges in implementing clinical supervision is the lack of supervisor competence in conducting classroom observations, providing constructive feedback, and guiding teachers in reflecting on their teaching performance. Therefore, one effective solution is to improve supervisors' competencies through training and continuous professional development. Training for supervisors can cover various aspects, such as effective classroom observation techniques, constructive feedback strategies, empathic communication skills, and reflective approaches in clinical supervision.

In addition, supervisors also need to be trained in using valid and reliable supervision instruments so that they can make observations and evaluations objectively and accurately. With increased supervisor competence, it is expected that clinical supervision can be carried out professionally and effectively in improving the quality of learning and teachers' professional competence. Apart from formal training, supervisor competence can also be improved through mentoring programs and collaboration with more experienced supervisors. In the mentoring program, more experienced supervisors can share their experiences and effective strategies in implementing clinical supervision, so that less experienced supervisors can learn directly from real practices in the field. With the mentoring program.

- b. Using a Collaborative and Reflective Approach Resistance from teachers often arises because clinical supervision is perceived as judgmental control and performance assessment. To overcome this resistance, an effective solution is to use a collaborative and reflective approach in implementing clinical supervision. The collaborative approach emphasizes cooperation between supervisors and teachers in planning, implementing and evaluating the learning process. In the collaborative approach, the supervisor not only acts as an evaluator but also as a partner who supports teachers' professional development. Supervisors and teachers can openly discuss the strengths and weaknesses in the learning process and formulate improvement strategies together.

With this approach, teachers feel more valued and motivated to make improvements voluntarily, without feeling pressured or threatened by judgmental performance evaluations. In addition to the collaborative approach, the reflective approach is also very effective in overcoming resistance from teachers. In the reflective approach, supervisors encourage teachers to reflect on their teaching performance independently and critically, so that they can identify strengths and weaknesses in the learning strategies used. Supervisors do not criticize directly, but ask reflective questions that encourage teachers to think critically and find solutions.

- c. Flexible and Effective Timing Time constraints are often an obstacle in the implementation of clinical supervision, especially for supervisors who have a high workload and many administrative tasks. To overcome this obstacle, an effective solution is to make flexible and effective time arrangements in the implementation of clinical supervision. Flexible timing can be done by arranging a regular and planned clinical supervision schedule, so that supervisors and teachers can prepare themselves well before the implementation of supervision. In addition, supervisors can also utilize breaks or time outside of class hours to conduct reflections and discussions with teachers, so as not to disrupt the learning process in the classroom.

In addition to flexible timing, the effectiveness of clinical supervision can also be improved by utilizing communication technology, such as video conferencing or online communication applications. With this technology, supervisors and teachers can discuss and reflect online without having to meet in person, so that time and energy can be more efficient. In addition, the use of technology also allows supervisors to conduct virtual classroom observations, especially in situations where direct observation is not possible, such as in a pandemic or long distance.

3. CONCLUSION

Clinical supervision is an important approach in education that aims to improve the quality of learning and teacher professionalism on an ongoing basis. It is characterized by a structured collaborative process between supervisor and teacher, centred on observing teaching, providing constructive feedback and formulating an improvement plan. Existing models of clinical supervision include collaborative, reflective and observational models, all of which contribute to improving teachers' pedagogical competence, sustainable performance and a culture of self-reflection in schools. The implementation of clinical supervision goes through three main stages: pre-observation, observation and post-observation (feedback). The pre-observation stage involves discussing the objectives of the supervision and the aspects to be observed.

The observation stage includes direct classroom observations to monitor the application of methods and interactions. The post-observation stage focuses on providing constructive feedback and reflection for improvement. Collaboration and reflection are key to the effectiveness of clinical supervision, encouraging in-depth discussion, professional growth, and critical evaluation of practice. Nonetheless, the implementation of clinical supervision faces various challenges, such as time constraints, lack of adequate training for supervisors, and potential resistance from teachers. In addition, challenges also include limited resources and facilities, and the lack of competence of evaluators. To overcome these challenges, the recommended solution is.

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